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| Unit: | Positive Behaviour Patterns | Suggested Order: 8 of 10/11 |
| Topic: | THINK: How do we choose which action is right? | |
| Key Objectives: | To practise choosing the right action in different situations | |
| Resources: | Lesson THINK: Choosing PowerPoint  Highlighters  Sheets from Lesson 6 (scenario – actions – consequences sheets) | |

| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
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| 5 Mins | Recap learning from STOP and THINK:   * What are the clues that you need to STOP? * What are the questions to consider at THINK? * What is meant by Cool, Weak and Aggro actions? | Embedding learning (opportunity to catch up for those missed a lesson) |  |
| 3 Mins | Go back to the scenario from 2 lessons ago (teacher has told you off for talking and you weren’t actually talking). Students should use a highlighters to select which action they would choose |  | *Have a few spare copies in case students have lost their originals / were absent.* |
| 10 Mins | DISCUSSION:   * Are there actions which are ALWAYS wrong? * Can you think of a situation where you might choose some of the actions? * What other factors might affect your decision? * Can you think of other possible actions now? | Encourage students to think flexibly about this e.g. if the teacher is really angry, probably best to go for a ‘weak’ action etc. |
| 10 Mins | Review other sheets from this lesson – students select the best action for each scenario.  Extension: Annotate with explanation |
| 20 Mins | Students use the writing frame to explain one of the scenarios in detail explaining why they have chosen / rejected actions. | Assessment opportunity if needed / required. | *More able students could manage without the writing frame but you would need to give prompts.* |
| 5 Mins | Either individual or group reflection summarising the lesson   * How would you summarise today’s lesson for a student who missed it? * What do you need to consider when choosing an action?   + What factors should affect your decision?   + Should you always choose the same action? |  |  |

Opportunities to differentiate / personalise:

You can of course direct students to consider particular scenarios if they continually make poor choices.